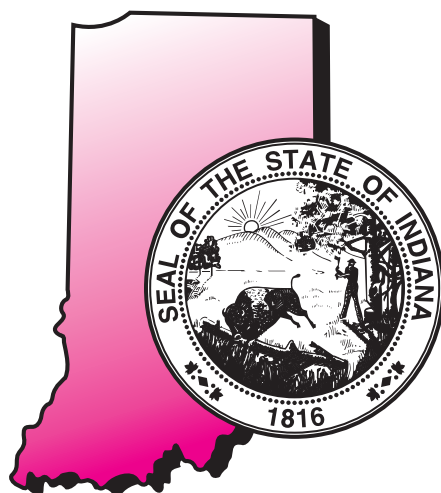


***ISTEP+* Fall 2007**

Indiana Statewide Testing for Educational Progress

English/Language Arts • Mathematics
Grade 6



Indiana Department of Education

Web Version

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Acknowledgments: CTB is indebted to the following for permission to use material in this book.

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Test 3: English/Language Arts

The Box

Read the writing prompt below and complete the writing activity.

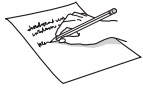
Suppose you find a small box buried in the ground. What do you think the box might contain?

Write an original story about a person who finds a small box buried in the ground. Your original story should have a main character. That character could be you, someone you know, or a character you make up. In your original story, write about where the character finds the small box, what is in the box, and what happens after the character finds the box.

Be sure to include

- a main character
- where the character finds the box
- what is in the box
- what happens after the character finds the box
- details that make your original story interesting
- a beginning, a middle, and an end to your original story

Go On 



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your original story on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 9, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

Go On



Pre-Writing/Planning

Go On



Original Story

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Go On



Test 3

DO NOT WRITE HERE

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DO NOT WRITE HERE [illegible]

Page 9

Test 4: English/Language Arts

For Test 4, you will read a story and an article. You will answer questions based on each passage. Then you will write a persuasive essay on a related topic.

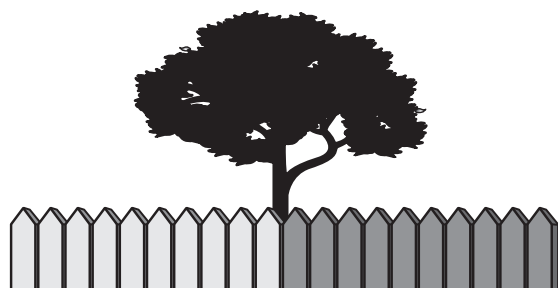
First you will read “Both Sides of the Fence,” a story about two neighbors. Read the story and do Numbers 1 through 6. You may look back at the story as often as you like.

Go On



Both Sides of the Fence

by Teresa Bateman



Alberto and Juan lived in two houses that stood side by side outside a small pueblo.¹ Although both houses were much alike, Alberto had a splendid apple tree, puffed with pink blossoms each spring and bent low each autumn with fruit both red and ripe.

His neighbor, Juan, had little or nothing, except his family and his good nature.

Each day Alberto would brag about his apple tree. “It bears the finest blossoms and the finest apples,” he declared. “That makes me the finest man in the pueblo.”

“It is a beautiful tree,” Juan agreed. “I’m glad you let us enjoy its beauty as well.”

Somehow the thought that others benefited from his tree lessened Alberto’s enjoyment. The tree was

¹**pueblo:** Spanish for “town” or “village”

his, after all. Alberto decided to build a high fence so that he alone could enjoy the tree’s blossoms and bounty.

Townsfolk shook their heads at his foolishness and left him to his pride.

One spring, however, Alberto was unhappy to see that a branch of his tree extended over the fence into his neighbor’s yard.

“I can’t cut it off,” Alberto decided. “To damage so fine a tree would be wrong. Still, why should Juan receive any benefit from a tree that is clearly mine?”

He fretted and fumed through the pink-blossomed spring. He pondered and puzzled through the green-leaved summer. Then fall came, and with it a moment of truth.

While Alberto could pick the apples on his own land, and gather the windfalls² so not even squirrels could enjoy them, he could not set foot on the other side of the fence.

He pretended it didn’t matter. But it did.

Then, one day, Alberto discovered an apple cake on his doorstep.

“*Gracias*,”³ read the note. It was signed “Juan.”

Alberto was furious. His apples were being used without his permission, and he considered Juan’s note a slap in the face.

²**windfalls:** fruit that has fallen from the tree, and also an unexpected profit

³**gracias:** Spanish for “thank you”

Go On



“I must have justice!” Alberto declared. He hurried to the home of the mayor, bringing the cake along as evidence.

“See here,” Alberto declared, plunking the cake down. “This was made with apples from *my* tree. Juan is guilty of stealing and left proof of it on my doorstep! He’s probably sitting in his house, eating my apples and laughing at me even as we speak.”

The mayor helped himself to a piece of cake while reading the note.

“A branch of your tree goes over the fence,” the mayor pointed out. “Surely these apples are from that branch?”

“It doesn’t matter,” Alberto fumed. “My father planted that tree on property that’s been in my family for years. The land and the tree are mine. The apples are mine as well.”

The mayor considered the problem from all angles. “Four days from now a judge will visit our pueblo,” he said at last. “Present your case, and surely justice will be done.”

Alberto frowned. “How will I prepare my arguments for the judge?” he asked.

The mayor seemed to understand his problem.

“You’ve told me your side of the story. A fence, however, has two sides, as does every argument. The judge will expect you to understand both. A clever man knows his opponent’s thoughts. Come back

tomorrow and present me with Juan’s point of view.”

Alberto headed home, absently nibbling on the cake as he considered the arguments he would present to the judge. He tried to imagine what Juan might say. The branch *did* extend over the fence, and Juan had so little that any food would be welcome. Still, “It’s *my* tree,” Alberto said firmly to a passing dog.

The next morning Alberto returned to the mayor and presented what he imagined to be Juan’s side of the case.

“He will say the apples fell onto his property and that makes them his,” Alberto stated. “But if a dog wandered into his yard, the dog would not become his.” (He was very proud of this argument.)

The mayor frowned. “Why, then, did Juan give you the apple cake?”

“Why? To rub my nose in his theft!” Alberto declared.

“Perhaps,” the mayor said. “Yet Juan can ill afford to give food away. You are missing something. A fence has two sides, as does every argument. Perhaps you need another day to consider. You don’t want to appear uninformed before the judge.”

Alberto returned home and stared out at the tree and the fence. He thought of his own argument—the tree was his; therefore its fruit was his. He thought of Juan’s probable argument—that the apples had

Go On



fallen into his yard and, therefore, belonged to him. But why did Juan give him the cake? That night Alberto tossed and turned.

Early the next day he marched to the mayor's house. "How can I know why Juan gave me the cake?" he said angrily. "Who can know what is in another man's heart?"

"Juan knows," the mayor quietly replied. "Remember—things can look quite different from the other side of the fence."

"Very well," Alberto said grudgingly. "I will talk to Juan myself. It can only make my case against him stronger." He hurried from the mayor's door and soon arrived at Juan's house.

Alberto pounded on Juan's door, anxious to gather the evidence he needed.

Juan smiled when he opened the door. "Did you like the cake?" he asked.

Alberto opened his mouth, but before he could get out a word, Juan continued. "I had to thank you," he said. "My family so

enjoyed the branch of your tree that comes over the fence—blossoms in the spring, shade in the summer. I knew the man who owns the finest apple tree in the pueblo must surely be the most generous man as well, but the apples, of course, were yours. We got so much joy out of your tree, it would be poor repayment to simply give you the apples, so my wife baked all of them into a cake. I hope you enjoyed it."

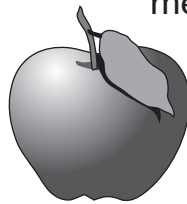
Alberto felt no taller than an ant. His arguments dissolved like sugar in water.

"Will you join us?" Juan asked. He motioned to the table set with a simple meal of beans, rice, and tortillas.

Alberto knew at once he would not be presenting any case before the judge the following day.

"With pleasure," he said, "if you will allow me to add something to the meal."

He hurried home, gathered a basket of his finest apples, and carried them to the other side of the fence.



1 Where would this story MOST LIKELY be found?

- ☐ in a book of poetry
- ☐ in a book of folktales
- ☐ in a gardening book
- ☐ in a mystery book

2 Read this statement from the story.

His neighbor, Juan, had little or nothing, except his family and his good nature.

The author makes this statement about Juan to show that

- ☐ Juan was poor, and his family was poor too
- ☐ Juan was poor, but his family had good fortune
- ☐ Juan was poor, but he was rich in other ways
- ☐ Juan was poor, and he enjoyed being outdoors

3 In which way are Juan's and Alberto's attitudes toward the apple tree DIFFERENT?

- ☐ Alberto wants to keep others from enjoying the apples; Juan wants to eat them.
- ☐ Alberto wants to trim the tree; Juan fears he will lose the extra shade in his yard.
- ☐ Alberto thinks that Juan uses apples from the tree; Juan enjoys its beauty and shade.
- ☐ Alberto thinks of the tree as a source of income; Juan views it as a symbol of friendship.

Go On



- 4 Identify Alberto's MAIN problem in the story. Using TWO different details from the story, explain how the mayor's advice helped Alberto solve his problem.

Alberto's main problem: _____

How the mayor's advice helped Alberto:

1) _____

2) _____

- 5 Read this sentence from the story.

Alberto felt no taller than an ant.

In the chart below, explain what the author means by feeling "no taller than an ant." Give TWO different examples from the story to show what Alberto has done to cause this feeling.

What feeling "no taller than an ant" means	What caused this feeling



6 Read this sentence from the story.

His arguments dissolved like sugar in water.

What does this sentence MOST LIKELY mean?

- ☐ His arguments were sweet.
- ☐ His arguments became unimportant.
- ☐ His arguments were convincing.
- ☐ His arguments became annoying.

Go On



English/Language Arts

Now read the article “Animal Bites.” Then do Numbers 7 through 13. You may look back at the article as often as you like.



Animal Bites



What would you do if your dentist blew a whistle at you?

If you were a zoo animal, you'd probably open wide for tooth care.

"Animals can be trained to open their mouths to let us brush their teeth," says Dr. Jeff Proudfoot, senior veterinarian at the Indianapolis Zoo.

Just like kids, the animals in zoos need to take care of their teeth.

Cavities are not as common in animals as in kids—they don't eat sugary treats. But just like children they can injure their teeth and gums. And trouble can pop up when their adult teeth start coming in.

But when a child has a toothache he lets people know. Can the animals?

"They don't always," says Dr. Proudfoot. Animals can stand pain that would make people howl. "And that's why training them to open their mouth so we can take a look is so important."

There are outward signs that an animal has a hurt tooth:

- swollen face,
- poor appetite,
- drooling,
- no energy.

When zookeepers notice an animal having these problems, they know it's time for a checkup.

But just like people, it's really better to avoid problems in the first place. Chewing hard things can help reduce the *tartar* (food leftovers and minerals hardened on the

Go On



teeth) that can lead to tooth decay. Animals at the zoo also get monkey biscuits¹ treated with a special tartar-fighting chemical.

Sooner or later, though, the animals have to come in for a cleaning, just like you.

Tweets and Treats

Animals learn a lot like kids do—first you have to get their attention. “The key is learning what motivates the animal,” says Dr. Jeff Proudfoot, of the Indianapolis Zoo.

It’s fairly simple; when the animal does what the trainer wants—open its mouth—it gets what *it* wants. Usually that’s food.

But you also have to teach the animal *when* to open up. Using a whistle helps the animal remember the treat and the tweet come together.

Usually the first step is to get the animal to focus its attention on something, called a “target.” A whistle and a treat every time the animal looks at the target soon gets the message across.

Another reward and whistle come when the mouth opens, and again when the animal keeps its mouth open for longer periods of time. Soon, the trainer need only blow the whistle to get the animal’s cooperation for a dental exam.

Does your dentist wish it was so easy to treat you?

¹ **monkey biscuits:** nutritionally enhanced treats similar to dog biscuits



7 Read this sentence from the article.

What would you do if your dentist blew a whistle at you?

Why does the author start the article with a question to the reader?

- ☐ to invite the reader to think like the author
- ☐ to capture the interest of the reader
- ☐ to force the reader to write an answer to the author
- ☐ to cause the reader to answer the question

8 Using information from the article, complete the chart below. Provide ONE reason treating an animal's teeth is harder than treating a child's teeth and ONE reason it is easier.

Why is it harder to treat an animal's teeth?	Why is it easier to treat an animal's teeth?

Go On



9 Read this paragraph from the article.

But just like people, it's really better to avoid problems in the first place. Chewing hard things can help reduce the *tartar* (food leftovers and minerals hardened on the teeth) that can lead to tooth decay. Animals at the zoo also get monkey biscuits treated with a special tartar-fighting chemical.

Which heading would BEST fit this paragraph?

- ☐ Cavities in Animals
- ☐ A Whistle and a Treat
- ☐ Prevention Is the Key
- ☐ It's Time for a Checkup

10 Which statement leads the reader to believe that Dr. Proudfoot understands how to train animals?

- ☐ "Trouble can pop up when their adult teeth start coming in."
- ☐ "It's really better to avoid problems in the first place."
- ☐ "The animals have to come in for a cleaning, just like you."
- ☐ "The key is learning what motivates the animal."

11 According to the article, what are TWO different ways to help avoid problems with an animal's teeth?

- 1) _____

- 2) _____

Go On



12 Read this statement from the article.

“The key is learning what motivates the animal.”

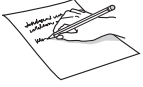
The word *motivates* comes from a Latin word that means “to move.”
Which of these words is MOST closely related to the word *motivates*?

- ☐ encourages
- ☐ excites
- ☐ challenges
- ☐ controls

Go On



13



Suppose you are selling a product that will help zookeepers take care of zoo animals' teeth. Using details from the article, write a persuasive essay in which you attempt to persuade a local zookeeper to buy your product for the animals. The product can be one you invent or one mentioned in the article. **In your persuasive essay, describe the product and be sure to use at least TWO different details from the article to support your response.**

You may use the space below to plan your writing. Using the Editing Checklist on page 25, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Remember, your persuasive essay should be well organized and have an introduction, a body, and a conclusion.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

Go On



Persuasive Essay

Handwriting practice lines for a persuasive essay. The page contains 24 horizontal lines for writing.

Go On



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Now check your writing using this Editing Checklist.

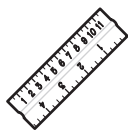
Editing Checklist

- 1 Check your capitalization and punctuation.
- 2 Spell all words correctly.
- 3 Check for sentence fragments or run-on sentences.
- 4 Keep verb tense consistent.
- 5 Make sure subject and verb agree.
- 6 Use words according to the rules of Standard English.
- 7 Remember to paragraph correctly.

STOP! _ _ _ _ STOP! _ _ _ _ STOP! _ _ _ _ STOP! _ _ _ _ STOP! _ _ _ _



Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



If you see this symbol, use your ruler as a straightedge or to solve the problem.



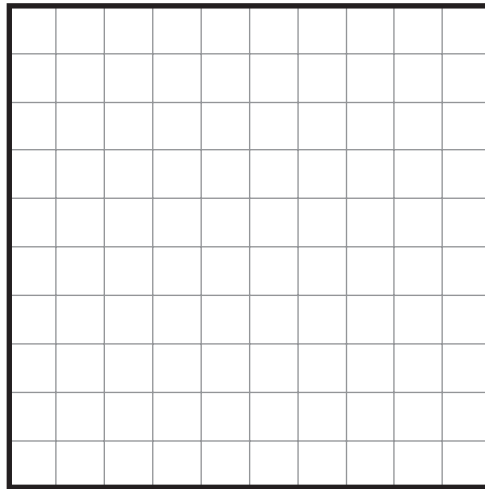
If you see this symbol, use your protractor to solve the problem.

Test 7: Mathematics

Since you may receive partial credit for many of the problems, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- show all the steps needed to solve the problem
- make your handwriting clear and easy to read
- write the answer on the answer line

- 1 The grid below contains 100 squares. Shade $\frac{3}{5}$ of the grid.

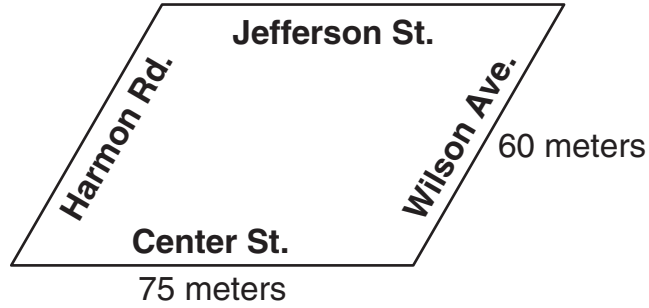


What PERCENT of the grid did you shade?

Answer _____ %

Go On 

- 2 The parallelogram shown below is a diagram of a city block.



What is the perimeter, in meters, of the city block?

Show All Work

Answer _____ meters

Go On



- 3 Kelly owns a pet store. She sells collars that come in three sizes—Size 1, Size 2, and Size 3.

Kelly is ordering collars for next month and looks at her records of what sizes of collars she sold last month. The data set below shows the sizes she sold last month.

3 1 1 3 2 2 1 3 3

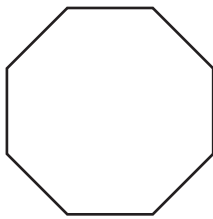
What is the mode of the data set?

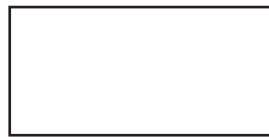
Answer _____

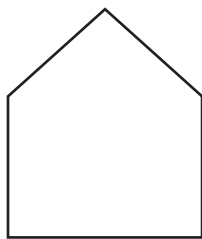
What does the mode tell about the sizes of collars Kelly should order for next month?

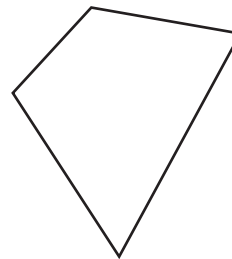


- 4** Each of the following objects is a polygon. Write the correct name below each object.









Go On



5 Look at the rectangle below.



Jeff claims that if he doubles the length and width of the rectangle, the area of the new rectangle will be doubled.

What are the areas, in square inches, of the original rectangle and the new rectangle?

$$\begin{aligned}\text{Area of rectangle} &= lw \\ &= \text{length} \times \text{width}\end{aligned}$$

Show All Work

Original rectangle _____ square inches

New rectangle _____ square inches

On the lines below, use the areas of the rectangles to explain how to determine if Jeff's claim is correct.

Go On



- 6 Anne's spelling scores for the first 4 months of the school year are shown in the table below.

Anne's Scores

Month	Sep	Oct	Nov	Dec	Jan	Feb
Score	81	98	95	98		

On the lines below, write two scores that Anne could get in January and February to make her mean score 93 for all six months.

Show All Work

Answer _____ and _____

Go On



- 7 Conner took 56 seconds to ride his bike a distance of 392 feet.
At what rate, in feet per second, did Conner ride his bike?

$$\begin{aligned}\text{Rate} &= d \div t \\ &= \text{distance} \div \text{time}\end{aligned}$$

Show All Work

Answer _____ feet per second

Test 8: Mathematics

Since you may receive partial credit for many of the problems, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- show all the steps needed to solve the problem
- make your handwriting clear and easy to read
- write the answer on the answer line

- 1 The amount of money Hank earns after working h hours is given by the equation below. Let m equal the amount of money Hank earns.

$$m = \$7h$$

How much money would Hank earn after working 35 hours?

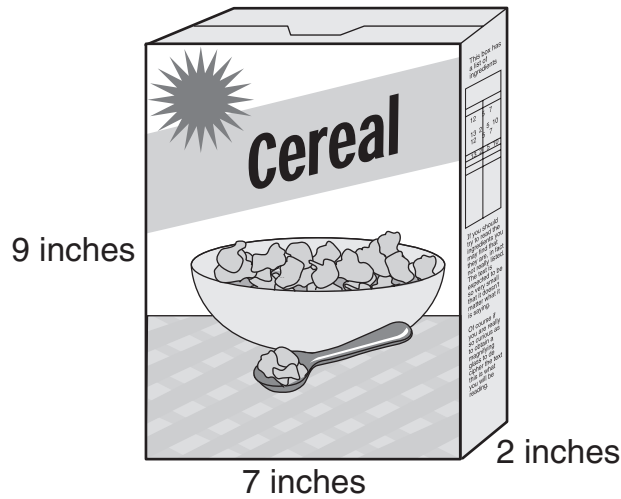
Show All Work

Answer \$ _____

Go On



- 2 Look at the diagram of a cereal box below.



What is the volume, in cubic inches, of the cereal box?

$$\begin{aligned}\text{Volume of rectangular prism} &= lwh \\ &= \text{length} \times \text{width} \times \text{height}\end{aligned}$$

Show All Work

Answer _____ cubic inches

Go On

3 Look at the diagram of the triangle below.



Choose the two words from the following list that BEST describe the triangle.

acute, obtuse, right, equilateral, isosceles, scalene

Answer _____ and _____

On the lines below, explain why the two words you chose BEST describe the triangle.

Go On



- 4 Karen's father ordered outdoor carpeting for a rectangular patio. The carpet he ordered cost \$6.75 per square yard and measured $8\frac{1}{4}$ yards wide by $5\frac{3}{4}$ yards long. ESTIMATE the total cost of the carpet, before tax, to the nearest dollar.

Area of rectangle = length \times width

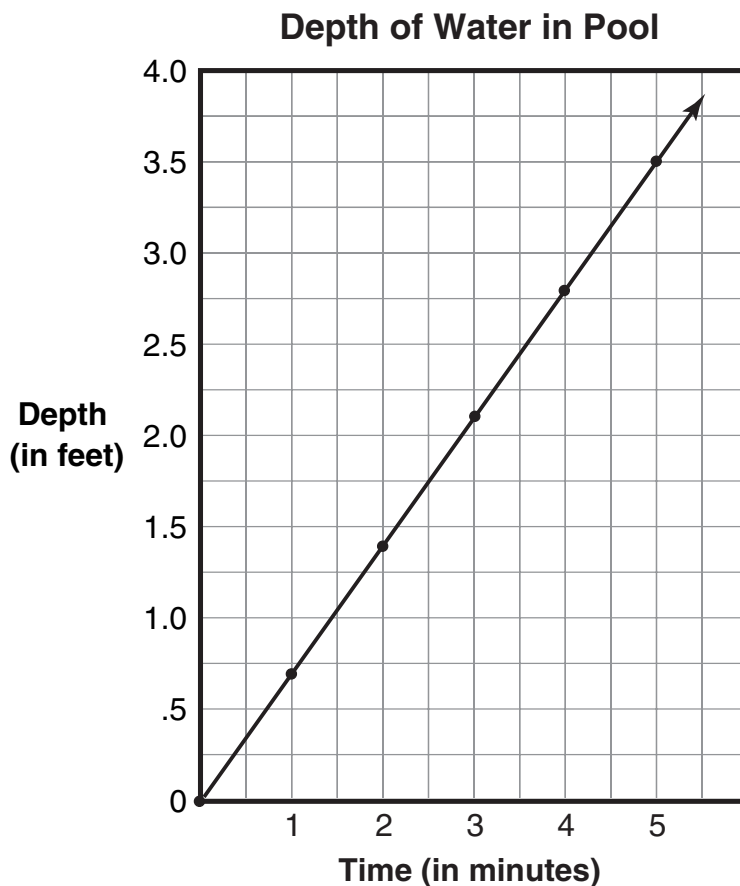
Show All Work

Answer \$ _____

How much MORE money will Karen's father need if he has \$250?

Answer \$ _____

- 5 The Smith family is filling their new pool. The graph below shows how the depth of water in the pool changes over time.



ESTIMATE how much the water level rises, in feet, between 1 minute and 4 minutes.

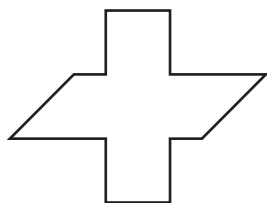
Estimate _____ feet

After 3 minutes, the pool is 25% full. On the lines below, explain how you would estimate the total depth of the water when the pool is full.

Go On



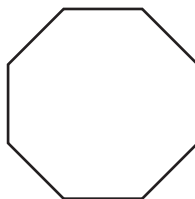
6 Look at the shapes below.



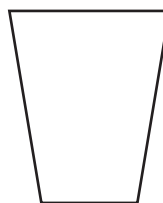
1



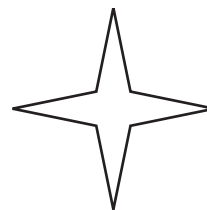
2



3



4



5

Which shape or shapes have reflectional symmetry?

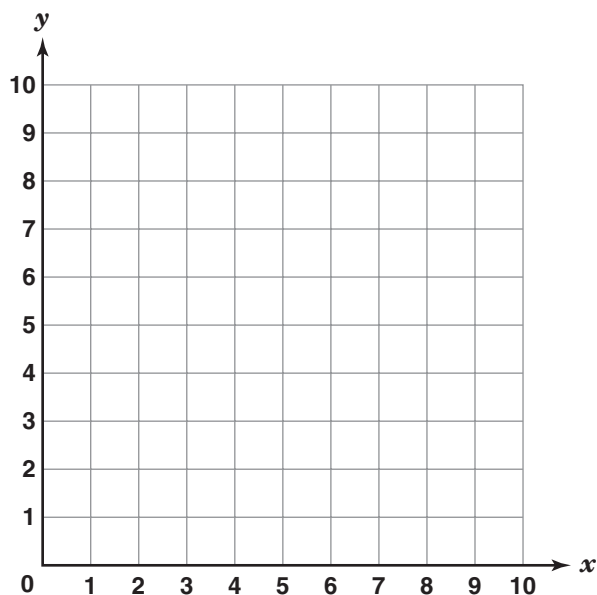
Answer _____

Which shape or shapes have rotational symmetry?

Answer _____



- 7 On the grid below, plot the ordered pairs (5, 8), (2, 2), (3, 4), (4, 6), and (7, 8).



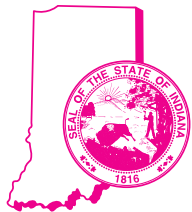
ATTENTION! Please do not leave your punchouts in this book.



STOP! — STOP! — STOP! — STOP! — STOP!

Response Book for Grade 6

English/Language Arts • Mathematics



Indiana Department of Education